# AP® MUSIC THEORY
# 2016 SCORING GUIDELINES

**Question S2**

**0–9 points**

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

**I. Regular Scoring Guide**

- **A.** Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- **B.** If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the "flow" point).
- **C.** Record any score of 4 or higher and move to the next MP3 file/tape.
- **D.** If the score is less than 4, try an alternate scoring guide.

**II. Alternate Scoring Guides** (N.B.: Do *NOT* award the "flow" point in the alternate scoring guide.)

- **A.** If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.
  *OR*
- **B.** If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

**III. Scores with Additional Meaning**

- **1** This score may be given to a response that has two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- **0** This score is used for a response that has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- **NR** (MP3s) NR is used for blank responses (including spoken AP number but no response).
- **—** (Cassettes) The dash is used for blank responses (including spoken AP number but no response).

**Scoring Notes:**

- **A.** If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- **B.** Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- **C**. The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed, and the original tonic is not approached correctly.
- **D.** If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- **E.** The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- **F.** Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- **G.** If you try both regular and alternate guides, record the higher of the scores.
- **H.** Scores from one guide may *not* be combined with those of another.
- **I.** Listen beyond the end of the performance to ensure that the student made no additional response.

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# AP® MUSIC THEORY
# 2016 SCORING COMMENTARY

## Question S2

### Overview

This question assessed students' ability to:

- sight read and sing a melody in minor mode;
- sing in compound meter;
- sing note values at the beat, the division, and the subdivision level;
- perform dotted rhythms;
- recognize melodic and rhythmic patterns;
- recognize and sing a diminished third, from *le* to *fi*, the raised fourth scale degree;
- sing a melody with a vocal range of a diminished seventh, from *ti* to *le*;
- sing skips and stepwise motion in both ascending and descending directions;
- sing leaps within the dominant seventh chord;
- establish and maintain a steady tempo;
- establish and retain a sense of tonic; and
- read treble clef.

**Sample: S2A**
**Score: 9**

This represents an excellent response. The student sings all eight segments of the melody with correct pitch and rhythm; 1 point was awarded for each segment. Because the melody is sung with no hesitations or restarts, 1 point was awarded for flow, resulting in a score of 9. Scoring by segments was: 1111 1111 + 1 = 9.

**Sample: S2B**
**Score: 5**

This represents a fair response. The student sings segments one through three correctly with respect to both pitch and rhythm. The student sings segment four incorrectly, singing A-flat instead of the notated G. Segments five through seven are sung incorrectly with respect to both pitch and rhythm. Segment eight is the original tonic and is held long enough to earn 1 point. Because the student sings the exercise with no hesitations or restarts, 1 point was awarded for flow, resulting in a score of 5. Scoring by segments was: 1110 0001 + 1 = 5.

**Sample: S2C**
**Score: 2**

This represents a weak response. Using the Regular Scoring Guide, 0 points would have been awarded, as there are no segments correct in pitch. However, because most of the rhythms are correct, the student was awarded 2 points using the Alternate Scoring Guide.

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